

NARRATIVE

1. Project Design (Activities and Overall Goals)

This two-year project will enable the Berman Museum of Art to substantially expand its existing capacity for serving as a hub of *lifelong learning* for its constituents. The project encompasses several related components, all of which enable the Museum to provide more effectively the necessary infrastructure for its primary function as a *center of learning*.

The project provides for the start of conversion from an internal-use-only collections database (created by an Ursinus College student over 18 years ago) to a new collections management system (CMS) that will not only adhere to professional standards of data management and retrieval, but will also facilitate public access to documentation of the Museum's permanent collections, to which the public currently has no means of access. The data records in the new CMS will include digital images of collection objects. .

- In keeping with Board-approved strategic plans (2005, 2006) that call for expanded access to the permanent collections over the next several years – including a planned expansion of the physical facility by 2010, which will add exhibition and open storage space dedicated to the permanent collections – this project will include the development of a public access kiosk for the new CMS, to broaden the scope of audiences exposed to those collections.
- Finally, the project entails the design and implementation of an interactive Web site focusing on educational programming. Building on programs that the Museum has piloted, which focus on object-centered learning and “close looking” strategies both at the College and in the Museum's extramural education partnerships, the Web site will make extensive use of the Museum's permanent collections. The site will be designed by Educational Web Adventures, which created a preliminary plan for the Web site in AY 2003-2004 and updated and revised it with the input of the Museum's newly-convened Web Site Working Group in AY 2005-2006. The content for the site will continue to be driven by consultation with, and testing and review by, the same group. It encompasses a disciplinarily diverse representation of Ursinus College faculty and students; teachers from K-12 partnerships in the local and Philadelphia-area communities, who have already sought out educational links with the Museum, the Museum's Collections Manager and Associate Director for Education; the College's Instructional Technologist, a link with the College's technical support system that will be essential to the success of this project; and finally, a representative of Educational Web Adventures.

It is another primary goal of the project that content for the Web site will also be created with the active participation of Ursinus students. Indeed, we have selected Educational Web Adventures to do the Web site design and development for us based not only on their record of award-winning work for other museums and arts organizations, but in great part because of the *learning-centered approach* that drives all of their work, and their amenability to extending that approach to incorporating our own students in the process.

- In ***Phase One*** of the project, 150 objects to be used in the first trial period of the project will be selected in consultation with members of the Web Site Working Group, in relation to their projected course needs for Spring 2008. At least one of these curriculum-centered groups of objects will be chosen for use in the College's all-freshman core course, the Common Intellectual Experience, whose cross-disciplinary, thematically-oriented curriculum prompts students to explore questions about human creativity and intellectual engagement with the world while reading (and looking at) some of the foundational works of eastern and western cultures. Several members of the Working Group teach CIE and paper-prototype testing in AY 2005-2006 addressed this course in particular. Several other members of the Working Group (a member of the Ursinus College psychology faculty, a Perkiomen Valley 7th-grade classroom teacher, and a Philadelphia high school English teacher, in particular) are interested in the connections between testing innovative pedagogical approaches, accommodating different student learning styles, and

integrating objects from the Museum's collection in their classes, so that another group of objects selected from the permanent collections will serve their teaching and learning goals. The objects will be photographed digitally in high resolution, so as to accommodate future print publishing needs as well as the inclusion of zoomable details of images on the Web site. The public access kiosk and interactive Web site will be targeted for trial use by a small, interdisciplinary group of College faculty and students, and by a select group of outside users, for the duration of the Spring 2008 semester. This period of testing follows the testing protocols established during the Working Group's first year, though moving them from a paper- or PowerPoint-based prototype to a fully Web-based prototype system. A three-month period of intensive assessment and review will follow, and revisions to the kiosk and associated programming will be made based on the assessment.

- **Phase Two** will increase public access to the kiosk and Web site. This expansion will respond directly to the assessments carried out during and following the pilot phase of the project. Another set of 150 objects will be selected (in the same manner as in *Phase One*) and added to the pool of already-catalogued and digitally-photographed objects to be used in the second trial period of the project. As in the first phase, this second set of objects will be photographed digitally in high resolution. *Phase Two* will be completed in the spring semester of 2009, and will be followed by a final period of assessment and reporting.

During both phases of the project, student interns from the College – vetted by Museum staff and members of the College faculty involved with the Web Site Planning Group – will contribute to virtually all aspects of the work involved in the project. This work is likely to include such areas as: assisting in the preparation of museum objects for photography; population of the new CMS with data relevant to the 300 objects selected for the project; collections research relating to those objects; contextual research relating to the objects that will be used in the Web site interactives, and including musical and literary texts that complement or otherwise elucidate the geographical, chronological, cultural, and ideological contexts for those objects; copyright research relating to the posting of such contextual works or excerpts on the Web site. The Museum's Collections Manager will oversee the students' data entry and proofing; the Associate Director for Education (also the Project Director) will oversee collections-related and context-related research, as well as copyright-related research. Relevant faculty from the Web Site Planning Group will assist in the oversight of contextual research in their areas of specialty (for instance, music history, literary criticism, etc.).

- This project is innovative in the premium that it places on the integration of collections access and the facilitation of visual literacy through carefully designed, tested, and implemented *learning strategies*. Our goal is not just to expand access to our permanent collections; nor is it just to create an engaging, interactive Web site for the Museum. Our goal is to create an integrated means of *teaching and learning* through our Museum's collections, made accessible on-line in order to promote multiple object-centered learning strategies and literacies at a range of educational levels – through the uniquely flexible medium of a Web site. Ursinus College has shown firm commitment to expanding the capacity of the Museum as a *center of learning* (for instance, by converting the grant-funded position of Curator of Education, created through a prior IMLS grant, to the continuing and College-funded position of Assistant Director for Education). The Museum has, in the past four years, innovated several very significant educational programs that have received regional notice. The implementation of this project will enable the Museum to greatly broaden and diversify the audiences it is able to reach with those and other, related initiatives, building on the lessons learned and educational strategies developed during their years of piloting.

2. **Grant Program Goals**

This is a project whose primary ambition is to build on and broaden the Berman Museum's current status as a center for teaching and learning. The target audiences for this project include 1) Ursinus College faculty and students; 2) the off-campus community of education partners we have developed in the last four years, since the position of Curator of Education was first established at the Museum, consisting of K-12 teachers and students in the suburban Perkiomen Valley School District and in the urban

Philadelphia School District; and 3) a broader-based community of elementary through higher education constituencies as yet unreached, who would follow the model of our already established education partners. Our projected outcomes for this project include measurably enhanced access to the permanent collections as “texts” for object-centered teaching and learning; and measurably enhanced access to the kinds of programs that have been demonstrated already to build the visual literacy skills of our target audiences.

The virtual spaces and resources provided by this proposed project would enable us to more effectively approach our goal of serving as a *hub of teaching and learning* for much wider and more diverse audiences. Our on-site museum programs, instead of being the outside limit of what we can provide, can instead serve as pilots and models for what we are able to provide through this new, virtual resource. Even our educational support materials that we currently provide in hard copy form to our educational partners will enable us to “enter” classrooms (virtually speaking) that we might never have reached otherwise.

We currently offer educational programming on site at the Museum that is targeted to segmented audiences. Elementary school students, middle and high school students, college students, general adult audiences, and senior citizens all participate in general Museum programming, but also are provided with specifically tailored education-driven programming as well – because this is a well-researched, well-documented means of more effectively addressing the educational needs of each audience,... So we plan to target and “segment” our audiences by means of this new, online resource, with a public access kiosk providing general access to our permanent collections to all, but educational, interactive online programs designed specifically for segmented audiences so as to most effectively address their specific *lifelong learning and teaching* needs.

3. Project – How the Project Fits Into Strategic Plan and Mission

The mission of the Philip and Muriel Berman Museum of Art at Ursinus College is “to foster an understanding of the place of the visual arts in a liberal education. The Museum supports the educational goals of Ursinus College by presenting exhibitions and programs that integrate visual issues and subject matter ... into the curriculum. ... This focus also serves the larger regional community as the Museum is a destination and resource for families, scholars, educators, and artists.” The proposed project directly addresses various aspects of the Museum’s strategic plan and mission. The project will facilitate and build infrastructure for the Museum’s ongoing efforts to enhance its outreach to the Ursinus College community and its extramural constituencies in the greater Philadelphia region and greater Delaware Valley.

Flagship educational programs innovated by the Museum, such as its “Adopt-A-Work” program inaugurated with high-risk, academically and economically disadvantaged children in a northeast Philadelphia K-8 school and its “peer docent training program,” inaugurated with students in the middle schools of the local Perkiomen Valley School District, have bolstered its strategic plan and mission. In piloting these programs that involve multi-layered teaching and learning through the interactions of museum professionals, Ursinus College students, K-12 public school students, teachers, and in some cases, teaching artists, the Museum has pursued the goals of cultivating, fostering, and broadening the multiple literacies of our campus and external communities that are espoused in the Museum’s mission statement. Additionally, the Museum has gained recognition for the uniqueness of these programs from such professional organizations as the Philadelphia Arts in Education Partnership, which is both a re-granting organization that funds such projects and a regional clearing-house for cutting-edge arts-in-education research and assessment, as well as a provider of professional development for those involved with arts integration. This recognition has led to the development of a track record for the Museum of bringing in funding from public and private funders based on its educational programming, furthering the financial stability of those programs and of the Museum at large.

By translating such noted educational initiatives into similarly productive, learning-centered programs based online, the Museum will supplement the programmatic content of the real-time educational programs presented within the Museum by expanding the capacity and reach of the venue through virtual

means. It will build on and expand the educational partnerships currently being piloted by the Museum through the use of technology, the audience-building capacity of the Internet, and the wider dissemination of visual and textual documentation of the Museum's permanent collections. By virtue of the expanded and enhanced visibility that will accrue to the Museum, its programs, and its educational innovations through its virtual expansion to the Web, the recognition that it has already earned through its on-site Museum programs has the potential to expand substantially, and thus to enhance the Museum's current capacity to generate a reliable funding base for its educational work. (The project also addresses the challenges of Ursinus College's overall strategic emphasis on the use of technology and visual culture to enhance the visual and media literacy of its students across the board.)

Finally, as members of the Museum's Art Advisory Board (also members of Ursinus College's Board of Trustees) have noted, by reaching out to wider and more diverse audiences and constituencies via online and web-based resources, this project will expand the Museum's marketing and audience bases and offer increasingly accessible cultural resources to the campus and to regional communities, thereby directly contributing to the financial health and longevity of the institution.

4. Strategic Plan – Process and Financial Resources

The Berman Museum of Art strategic plan articulates a heavy emphasis on maintaining and evolving the educational component of our program. A Board-approved planning document **developed in 2003** in conjunction with the Museum's self-review in preparation for accreditation by the American Association of Museums (**granted in 2004**) explicitly identifies the priorities of "strengthen[ing] the infrastructure of the Museum's education programming and develop[ing] an interactive Website devoted to museum collections, programs, and initiatives." The staff uses benchmarks such as audience surveys, critical and feature reviews, and other assessment tools to chart the impact of programs and uses this information in evolving the plan on an annual basis. (The specific example of the Web Site Working Group, in which representative members of the Museum's multiple primary audiences were engaged to deliberate upon and inform Museum strategy and planning is a case in point of the crucial role played by assessment in shaping our institutional goals and plans.) The Art Museum Advisory Board, the Friends of the Berman Museum of Art Committee (a community-based committee), and the Ursinus College Board of Trustees all contribute to the definition of the plan and give final approval to the completed document.

Another component of the plan focuses on sustaining the museum program financially. The support of the parent institution is critical to establishing the museum as a legitimate educational program of the college; the cultivation and stewardship of external donors through the Friends of the Museum, endowment solicitations, and our ability to garner foundation, state, and federal grant funding provides the resources to expand our impact to the tri-state region of Pennsylvania, New Jersey and Delaware. All of these areas have set fundraising goals that are evaluated and updated on an annual basis.

5. Project – Appropriateness for Institution, Audiences:

This project will target initially two primary audiences: teachers and learners in higher education and those in elementary/secondary education arenas. It has been designed directly in response to a year-long process of research, meetings, and prototype-testing carried out from Fall 2005 to Spring 2006 by the Museum's Web Site Working Group, comprised of representatives of the Museum's primary educational constituencies. The need for access to textual and visual documentation of the Berman Museum's permanent collections has been identified by these users themselves as the number one priority for any future, constructive integration of the Museum's visual culture resources into their teaching and learning activities. The Working Group's membership documented in their final report (**see Appendix**) that the current limited curricular integration of the Museum and its permanent collections would be substantially broadened were this project to take place.

Higher Education:

Faculty across the disciplines at Ursinus College have explicitly indicated that they do not yet integrate the Museum into their curricula in more than an occasional manner because they have only peripheral knowledge of what kinds of works are represented in the permanent collections, they have no direct access to the visual or textual documentation of those works, and the ability of the Museum to provide pedagogical support in the form of model lesson plans, educational packets, and so forth is also limited due to current staffing levels. Several faculty (including those teaching in the College's Art, Art History, East Asian Studies, Business and Economics, Common Intellectual Experience, Environmental Studies, English, Math, Modern Languages, Theater Studies, and Women's Studies programs) have indicated that were this information available to them online or through a public access kiosk, and were there further curricular support also available online, they would integrate the Museum's collections into their curricula in a more systematic manner. They would bring their classes to the Museum itself to work firsthand with objects in the collections that they had earmarked as relevant to their classes, and they would make "image reserves" derived from pertinent parts of the collections available to their students online for subsequent study and research purposes. They would also make use of curricular and pedagogical support provided by an interactive, educational Web site, whether in teaching their classes or as a means of further engaging their students through assignments outside of class in which the students would independently make use of the Web site's interactive capabilities.

Elementary/Secondary Education:

The Berman Museum inaugurated in Fall 2002 an educational partnership with the John F. Reynolds School, a K-8 public school in Philadelphia's high-poverty, high-risk northeast area. Our pilot "Adopt-A-Work" project with twenty children from the Reynolds School incorporated several visits to the Museum over the course of a semester and was intended to empower the students to develop personal, hands-on relationships with objects in the permanent collections as a means of building their visual literacy skills and their level of comfort with looking at and analyzing works of art. In between visits, the students researched the works and artists they had "adopted," and created their own art in response to the works at the Museum. The "Adopt-A-Work" program continued for another two years and reached another 60 students at the Reynolds School (as well as three classroom teachers at Reynolds and three groups of Ursinus College student assistants, some of whom went on to start careers in service learning coordination and arts-based teaching as a result of their experiences with this project). It also attracted the attention of regional funders to the Museum and its programs in general. However, the practical difficulties of bringing a group of third-through-sixth-grade students from an inner-city, under-funded public school to a suburban university museum forty miles away proved a substantial challenge, particularly given the need for frequent visits both to and from the Museum in order that the experience be as productive and have as much staying power as possible for the students involved. Teachers and administrators from the Reynolds School all agreed that these ultimately insurmountable challenges would have been mitigated by the availability of the works the students were "adopting" via an interactive web site. Their familiarity with the works, their ability to study them and work from them over time, and thus their level of visual literacy and fluency would have been greatly enhanced by ongoing remote access to reproductions of them, and to multiple details of them.

These are two examples of the needs – already assessed by Museum staff prior to the exploratory work of the Web Site Working Group – that will be addressed directly by the proposed project. We estimate that in providing the enhanced resources projected by this project to our current on- and off-campus audiences alone, we will reach 20-30 additional K-12 teachers – and thus over 1000 additional students per year – as well as 20-30 additional faculty and close to 1000 additional students on the Ursinus campus in the first two years of the project. Members of the Working Group themselves have already begun to serve as "ambassadors," promoting the potential of the Museum and its resources to their colleagues on the Ursinus faculty, to students in their courses, and to K-12 teachers in and beyond the school districts with which we have already begun to partner. Faculty members of the Working Group and Museum staff comment on the fact that students involved in last year's prototype testing are already asking when more such opportunities will be made available to them. Faculty who enlisted their classes

in the testing last year have already committed to continuing to experiment with the object-centered pedagogical strategies promoted by the pilot projects.

Such resources as a so-called “24/7 Online Teaching Workshop” to be offered on the projected Museum Web Site were envisioned by members of the Working Group in their final report as further promoting the Museum and its prospective Web-based resources to new and previously reluctant audiences both on the Ursinus Campus and beyond its walls. The report asserted that “Faculty workshops are a hallmark of instruction at Ursinus, and an online teaching workshop is an integral part of this initiative. The 24/7 Teaching Workshop will be an always-available repository of notes, examples, and models for ways to use the online collections and tools. The planning group strongly endorses the value of having these materials available at all times rather than for scheduled, time-limited face-to-face sessions only. It is anticipated that the online teaching materials will stimulate offline discussion among faculty regarding the use of the online collections and tools.”

6. Project – Resources: Time & Budget

The allocation of resources for the project, both in terms of the time allocated for its completion and in terms of the projected budget, has been based on careful research and on the expertise of the personnel involved in the project. The Project Director brings to bear on this planning process her expertise as the project director for collections automation, collections assessment, and photo-documentation projects at other institutions, as well as her expertise in museum education and outreach strategies. The time necessary to complete the transition from the Museum’s current collections database to the new CMS for a limited portion of the permanent collection; to complete the projected cycles of collections photography; to develop an integrated public access kiosk and Web interface in tandem with a dynamic, interactive Web site; and to create and implement evaluation protocols has been calculated based on consultations with the service providers projected to carry out these phases of work in the course of the project. The time allocated for the creation of educational programs and curricular materials specifically designed to utilize the technological resources provided by the project has been based on the experience and time estimates provided by the Project Director.

Both the transition from the current collections database to a new CMS, and the creation of an interactive, programmatically-driven educational Web site, are projects integral to the work of the collections management and education areas of the Museum’s functions. Neither project is an add-on; rather, it is a fundamental and streamlined means of making more effective and more efficient the Museum’s current efforts. From this point of view, the allocation of **one third of the Associate Director for Education/Project Director’s time** to this project, and the allocation of **one quarter of the Collections Manager’s time** to the project is fully in keeping with the overall activities of the Museum.

The budgetary allocations for the design and implementation of a public access kiosk for the new Collections Management System in conjunction with an interactive Web site for the Museum constitute a one-time investment in the strategic, long-term health and viability of the Museum and its programs. The purchase of the Willoughby IO collections management system fell in the middle-to-low end of the range of costs expected for the purchase of such a system. We made our selection foremost based on the current and projected needs of our institution, as well as on reports from our colleagues in the field, at comparable institutions to our own, regarding the comparable track records of this system and others.

Likewise, the budgetary allocations we propose for the design and implementation of an interactive, education-driven Web site fall well within the average range of costs for such sophisticated site design. Educational Web Adventures is a company widely noted and respected for their work in this field. Yet because of the fact that the company is based in Minneapolis (rather than in New York, Washington, D.C. or London, for instance, where some of their most impressive competitors are located), Eduweb is able to offer extraordinarily competitive prices for their projects.

The Berman Museum of Art has a distinguished eighteen year history of setting ambitious exhibition, programming, and educational goals, and of meeting them. The use of technology has until this point

been a somewhat limited component of this history. However, the fact that Ursinus College has reached a level of technological sophistication that has been recognized through the support provided by such distinguished funders as the Andrew Mellon Foundation, and the recent development of the Museum's program of educational services, has positioned the Museum to take up the challenge of its parent institution's technological goals and to broaden its own service-providing capabilities by developing the proposed project.

7. Project – Resources: Personnel

The Project Director for the proposed project brings to it a set of specialized skills and experience that will ensure its effective management and successful completion. Susan Shifrin holds a doctorate in the History of Art. Her professional experience includes five years as the Director of Visual Resources for Swarthmore College, in the course of which she designed and coordinated the first cross-disciplinary, collaborative, Web-based imaging project at the College. She served as the financial, strategic, and administrative director of an institution-wide collections assessment and photo-documentation project at The Barnes Foundation, which included phased collections photography and the integration of that photography into the research, reporting, and outreach work of other project staff and staff in the Education, Marketing, and Development departments of the Foundation. In her position as the first Curator of Education at the Berman Museum of Art – and now having been promoted to the continuing position of Associate Director for Education at the Berman – she has piloted the educational programs and partnerships on which this project will build. (Resume is included with application.)

Sara Hesdon, Collections Manager for the Berman, brings to the Museum a thorough familiarity with a wide range of collections management systems, as well as a strong dedication to bringing the Museum up to recognized standards in the areas of collections automation, documentation, and preservation. Hesdon also shares with the rest of the Museum's professional staff a firm belief that one of the primary priorities for the Museum must be to achieve increased and more effective access to the Museum's collections and resources for its current and future constituencies. (Resume is included with application.)

Educational Web Adventures, the Web site design and development team chosen for this project by the Museum staff, brings to this project extraordinary credentials in the area of learning-driven, multi-layered interactive museum Web sites. We found the company through an extensive period of research and consultation with colleagues regarding the particular skills-base, creative outlook, and strategic approaches that we are seeking for this project. Eduweb has a history of long-lived relationships with most of the institutions for which it has done work, including such leading arts and history organizations as Colonial Williamsburg Foundation, The Brooklyn Museum, the Minneapolis Institute of Arts, the Walker Art Center, and the Allentown Art Museum, among many others. (Resumes for Eduweb Principal David Schaller and for other team members are included with application.)

Elizabeth Hallowell has served as the Special Projects Coordinator for School & Teacher Programs at the Philadelphia Museum of Art since 1996. She has carried out a number of program evaluations at her own institution and on a consulting basis for other arts organizations, as well as teaching and facilitating a number of workshops devoted to the integration of the arts into K-12 and higher education curricula. Her familiarity with the professional and pedagogical standards of the field of arts-based learning along with her experience in carrying out assessments, and collating and analyzing the results of such assessments as a means of providing benchmarks and further direction for arts organizations, schools, and museums contribute to her appropriateness for this project. (Resume is included with application.)

SCHEDULE OF COMPLETION

- Carry out staff training on new CMS (**August 1 – September 30, 2007**)
- Contract student interns (two, part-time) to assist collections manager in data entry for targeted collections; to assist Assoc. Director for Education in producing educational content for Web site; to update data regarding new collections photography in new CMS; to work with photographer and Museum staff in preparing works for photography and replacing them in storage areas; and to file transparencies and photo CDs appropriately as they are produced (**September 1, 2007-May 1, 2008**)
- Initiate program of collections photography – first phase of project will include photography of 150 works in collections (**September 15 – September 30, 2007**)
- Administrative assistant for project will oversee scheduling and progress of collections photography, data entry, and filing of CDs (**September 1– October 31, 2007**)
- Educational Web Adventures will design interactive web site – map overall site, begin designing public access “front end” in relation to collections database, begin designing model for virtual exhibition and interactives outlined in revised preliminary plan (**September 1 – October 31, 2007**)
- Collections Manager will work with student interns to populate records in new CMS for 150 works photographed (**September 1 – October 1, 2007**)
- Assoc. Director for Education will work with Collections Manager and student interns to produce content for Web site (**September 1 – December 1, 2007**)
- Web designers will work with Web Site Working Group, evaluation/assessment consultant, Museum staff, and target faculty and students to establish protocols for preliminary testing of public access kiosk and interactives – how, precisely, they will be integrated into curricular development and programming, as well as general outreach (**September 1 – November 30, 2007**)
- Introduce preliminary design of Web site and limited version of public access kiosk to target faculty and selected outside educators, for trial use during Spring 2007; make available to these users on a limited basis for initial acclimation, review, and practice usage (**December 1-15, 2007**)
- Ongoing email contact and exchange of information between designer and end-users regarding discovery by users of technical limitations and bugs, aspects of particular usefulness or user-friendliness, etc. (**December 1-31, 2007**)
- Develop assessment mechanisms and strategies to be used during and following the pilot implementation period (**October 1 – December 31, 2007**)

January – June 2007:

- Implement initial pilot project (Phase 1), involving use of public access kiosk and interactive web site and programming by targeted faculty in their College classes; targeted students for curriculum-related study; and by outside educators in targeted K-12 institutions (**January 15 – June 15, 2008**)
- Employ previously-developed assessment mechanisms to evaluate emerging successes and challenges of pilot project while ongoing (**January 15 – June 30, 2008**)
- Identify prospective members of focus group to take part in post-pilot assessment process (**March 1 – May 30, 2008**)

July – August 2007:

- Collate, analyze, and report on results of during-pilot assessments (**July 1 – 30, 2008**)
- Hold meetings with focus group for real-time review and assessment of pilot project (**July 1 – 30, 2008**)
- Collate, analyze, and report on results of focus group meetings (**August 1 – 15, 2008**)
- Project recommended changes to design and operation of public access kiosk and web site for subsequent implementation (**August 1 – 31, 2008**)
- Project recommended expansion of target users/audience for public access kiosk and web site, and the potential audience impact and expansion of educational services to be gained from selective broadening of program (**August 1 – 31, 2008**)

- Investigate ways of involving Ursinus College students in contributing content to various parts of the Web site's interactives, as a further means of enhancing the pedagogical flexibility and "authentic learning" opportunities provided by the Web site (**August 1 – 31, 2008**)
- Museum staff training regarding uploading of collections information, images, and changing interactive programs to public kiosk and Web site (**August 20-31, 2008**)

September – December 2008:

- Implement targeted changes to public access kiosk and web site recommended in assessments of Phase 1 (**September 1 – October 31, 2008**)
- Based on recommendations of Web Site Planning Group and focus groups, and on project staff projections for expansion of project end-users and audiences, target additional portion of collections for new photography; this cycle of photography will be based on appropriateness to Spring 2008 courses being taught by expanded target faculty and based on discussions with extramural education partners regarding their projected curricular needs for the same period; the Berman Museum's Web Site Planning Group will again participate in selection process of 150 works from collections to be photographed (**September 1 – 30, 2008**)
- Contract student interns (two, part-time) to assist collections manager in data entry for targeted collections; to assist Assoc. Director for Education in producing educational content for Web site; to update data regarding new collections photography in CMS; to work with photographer and Museum staff in preparing works for photography and replacing them in storage areas; and to file transparencies and photo CDs appropriately as they are produced (**September 1, 2008-May 1, 2009**)
- Carry out additional collections photography as identified above (**October 1 – 15, 2008**)
- Collections Manager works with student interns to populate records in new CMS for 150 works photographed (**September 1 – October 1, 2008**)
- Incorporate new photography and related content into public kiosk and Web site (**November 1 – December 15, 2008**)

January – June 2009:

- Implement revised, expanded project (Phase 2), involving use of public access kiosk and interactive web site and programming by targeted faculty in their College classes; targeted students for curriculum-related study; and by outside educators in K-12 institutions (**January 15 – June 15, 2009**)
- Implement expanded involvement of Ursinus College students in contributing content to various parts of the Web site's interactives, including researching potential musical and textual multimedia excerpts for integration with particular genres, or geographical/chronological categories of visual works reproduced on the Web site; work with students to carry out relevant copyright and permissions research (**January 15 – May 1, 2009**)
- Employ previously-developed assessment mechanisms to evaluate emerging successes and challenges of pilot project while ongoing (**January 15 – June 30, 2009**)
- Identify prospective members of focus group to take part in post-project assessment (**March 1 – May 30, 2009**)

July – August 2009:

- Collate, analyze, and report on results of assessments gathered while Phase 2 ongoing (**July 1 – 30, 2009**)
- Hold meetings with focus group for real-time review and assessment of Phase 2 project (**July 1 – 30, 2009**)
- Collate, analyze, and report on results of focus group meetings (**August 1 – 15, 2009**)
- Project recommended changes to design and operation of public access kiosk and web site for subsequent implementation (**August 1 – 31, 2009**)
- Project recommended expansion of target users/audience for public access kiosk and web site, and the potential audience impact and expansion of educational services to be gained from selective broadening of program (**August 1 – 31, 2009**)
- Final report (**August 15 – August 31, 2009**)

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages		\$65,000.00	\$65,000.00
2. Fringe Benefits		\$18,460.00	\$18,460.00
3. Consultant Fees	\$12,000.00		\$12,000.00
4. Travel	\$3,000.00		\$3,000.00
5. Supplies and Materials	\$2,700.00	\$2,500.00	\$5,200.00
6. Services	\$76,000.00		\$76,000.00
7. Student Support			
8. Other Costs	\$4,000.00	\$4,040.00	\$8,040.00
TOTAL DIRECT COSTS (1-8)	\$97,700.00	\$90,000.00	\$187,700.00
9. Indirect Costs		\$33,384.00	\$33,384.00
TOTAL COSTS (Direct and Indirect)	\$97,700.00	\$123,384.00	\$221,084.00

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$97,700.00
2. Cost Sharing:	
a. Applicant's Contribution	\$123,384.00
b. Kind Contribution	
c. Other Federal Agencies*	
d. TOTAL COST SHARING	\$123,384.00
3. TOTAL PROJECT FUNDING (1+2d)	\$221,084.00
Percentage of total project costs requested from IMLS	44 %

*If funding has been requested from another federal agency, indicate the agency's name: